

SIGNIFICANT INFLUENCES OF VIOLIN EXTRACURRICULAR ACHIEVEMENT TO EMOTIONAL INTELLIGENCE

Nafik Salafiyah

Student of Postgraduate Program of Gajahmada University, Indonesia

Jln. Bulaksumur Yogyakarta

E-mail: nafik.salafiyah@yahoo.co.id

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Abstract

This research aims to find out (1) whether there is an influence between student's achievements of learning violin toward their emotional intelligence, (2) whether there is a correlation between student's achievement of learning violin and their emotional intelligence, and (3) how much contribution of student's achievement of learning violin to their emotional intelligence. It is a qualitative research which is defined as a research method based on positivism philosophy which is used to study particular sample and population. The sample and population are drawn randomly using research instruments to collect data, and the data are analyzed statistically. This aims to examine the hypothesis defined. The finding shows that there is a significant influence between student's achievement of learning violin and their emotional intelligence about 76.1%, while the rest of it 23.9% is influenced by other factors which are not studied in this research. It proves that learning violin influences student's emotional intelligence very much and emotional intelligence is influential in increasing student's achievement. From the data, it shows that most of the students participating in violin extracurricular are able to increase their learning achievement.

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INTRODUCTION

One of the government's efforts to educate the nations is by education. Education plays an important role to guarantee long life of the nation and the country. The constitutional foundation of education has been clearly stated in the Preamble of the 1945 Constitution of the Republic of Indonesia that one of the main goals of the Republic is to establish intelligent life of the nation. Thus, education is an effort to improve and develop the quality of human resources.

Music is important because it is a good thing, music is a part of life and one of human culture magnificent, by developing the music the best of it will be gained.

Music can be affected in an academic field through the forming of learning pattern, overcoming bored, avoiding a disturbing-external-noise. In addition, music makes us feel powerful, confident, reduce sorrow, erase anger, relieve stress, and reduce fear and worry. Music should introduce in the very beginning so it is able to stimulate a music genre that can develop the students' intelligence, it is classical music which is played by using violin at extracurricular program.

The skills of reading a violin notation can improve the students' understanding in terms of training their emotional intelligence. In practical, reading music notation means that the students have already had their loved-song-bank. Besides, they have

to understand music elements that have been discussed through music theory, have sense and a strong enough rhythm. The students are able to read the rhythm pattern in the notation in which using music notation, and also they have to have a strong imagination of the tone, so that they can play the song with its tone, notation, and appropriate melody.

Some skills above can be gained to train the students' emotional intelligence by playing or using the learning aids in a music extracurricular program at school, as the instrument is a violin because the students are easier to feel the song so the result will be better. In fact, while having a violin extracurricular program, the time is limited. In contrary, in learning violin through reading the notation needs a theoretical understanding about music notation. For the time is limited so the students are supposed to study it at home to train their intelligence.

Learning will result some changes in a person. To find out how far the changes are there must be an assessment. This kind of assessment to measure how far their achievement of learning is, called the result of learning.

Learning process at school is one of complex and whole process. Many people argue that to get the highest achievement in terms of education, people should have high Intelligence Quotient (IQ), that intelligence question (IQ) is a potential that will help the students to gain the optimal result. Winkel (1997) stated that the nature of intelligence is the ability to state and defend one aim, to a just in terms of gaining the goal, and to do a self assessment critically and objectively.

In fact, in teaching-learning process at school we often find many students who could gain their achievement as equal as their intelligence. Some students have a high intelligence but on the other hand their achievement is relatively low. In contrary, there are some students who have relatively low intelligence but could achieve good achievements. Grade of intelligence is not the only factor that deter-

mines a successful person. There are other factors that determine the case. Goleman (2002) argued, someone's intelligence (IQ) only represents 20% of his/ her success, while the other 80% are presented by other factors such as, EQ. Emotional Quotient (EQ) is the ability to motivate his/ herself, overcome frustration, control a desire, control mood, and the ability to cooperate with others.

An IQ learning process could not function well without any participation of the emotional sense toward the lesson that is delivered. However, those two intelligences will complete each other. The balance of IQ and EQ are the students' successful key at school (Goleman, 2002). Education at school not only need to develop rational intelligence, in which a model that is usually understood by students, but also emotional intelligence of the students.

The result of some researches in University of Vermont about analysis of the human brain neurology structure and behaviour show that in a very important event in people's life, EQ will come first before rational intelligence. A good EQ can determine individual success in academic achievement to build a carrier, develop a harmonious relationship between husband and wife, and to reduce an aggressive attitude of teenagers (Goleman, 2002).

It is undeniable fact that for those who have low IQ and mental backwardness will be difficult, even they cannot follow their formal education for their age. However, in fact, a few people with high IQ has low educational achievement and vice versa.

The occurrence of the term emotional intelligence in education, for most people perhaps can be defined as the answer of the gaffe. Daniel Goleman according to his book defined a new definition of intelligence. Although EQ is relatively a new thing compare to IQ, but some researches indicated that emotional question is also important to compare to IQ (Goleman, 2002).

Based on Goleman (2002), emotional intelligence is someone's ability to manage his/ her emotional life and to keep the ap-

propriateness of emotion and its expression through skills, self realization, self control, self motivation, empathy, and social skills.

Goleman (2002) stated that especially for those who have high intelligences, they tend to be worry without any reason, too critical, fussy, introvert, and hard to express annoyance and anger appropriately. If it is supported by a low emotional intelligence, so those people tend to be troublemakers. Parallel with the characteristics above so they tend to be seen as a hard person, unadaptable, insensitive with surrounding, difficult to trust anyone else, and tend to easily to give up if get stressed. In contrary to those who have a high IQ, those who have average IQ but have high intelligence.

Waligito (1993) divided some factors that influence the emotional intelligence, those are: (1) internal factor, is a factor within the individual that influences the emotional intelligence. This internal factory has two sources, physically and psychologically. In terms of physics, it means that physical factor and individual health. If someone's physic and psychology are disturbed, perhaps it can influence his/ her emotional intelligence. Moreover, in terms of psychology, it consists of experience, feeling, senses, thinking ability and motivation. (2) External factor including: (a) stimuli itself, the stimuli saturation is a factor that influences the success of someone in organizing his/ her intelligence without distortion. (b) Environment or situation especially the one that becomes the background of the emotional intelligence process. Environmental object as the background of the situation is a unity that cannot be separated.

A school that held an orchestra extracurricular is SMP Domenico Savio, Semarang, so the researcher directly visited the school to make sure the news. In fact, it is true that at the school is held an orchestra program. Instruments that are played are violin, cello, piano, and classical guitar. The teaching-learning process is divided into different rooms depends on the instrument

used. However, even though the activities are held in different rooms, the material given is similar, with the same song title, that has been arranged before based on the agreement of the couches. At a particular time, they will play the instruments together. In this case, the researcher was very interested in the teaching-learning process of the orchestra extracurricular program in SMP Domenico Savio Semarang especially the violin.

Trine (2007) stated that the result of the learning process is an attitude that is gained by the learner after having the learning process. The gained of the aspect depends on what they learn. Thus, when the learner learned about the concept, the change of attitude gained is the mastery of the concept. In terms of the learning process, the change of learner's attitude that should be gained after having the learning activity can be formulated as the goal of learning. The formulation of learning aim is the result that is wanted by the learner, and it is rather complicated compare to the others aim because the aim of learning process cannot be measured directly. The aim of the learning process is a form of hope that is communicated through statement by showing the changes that is wanted by the learners after finishing the experience of learning.

What is meant by the result of learning the violin is a result of maximum effort in learning violin so that the learner gain a change from the phase that the learner cannot play the violin into the phase that the learner can play the violin. It can be measured by using some indicators including reading rhythm and melody.

Extracurricular is an activity of learning that is held outside of formal teaching-learning process, indoor or outdoor. This activity gives skills that are not included in the curriculum. This activity is held to develop the students' talent, interest, and creativity so it can produce a skillful person and independent in a case of art lesson especially music. This activity is one of a suggested activity because the consideration activity in which emphasize an ap-

preciation, limited time and the program to hold the show, needs a proper solution by holding the extracurricular program, and aim to develop and settle the students' knowledge especially in a talent development, interest and skill to create art work, and having the characteristics of consisting the material given before.

This research aims to find out (1) whether there is an influence between student's achievements of learning violin toward their emotional intelligence, (2) whether there is a correlation between student's achievement of learning violin and their emotional intelligence, and (3) how much contribution of student's achievement of learning violin to their emotional intelligence.

The result of the research is hoped to give contribution to (1) teacher by helping to improve the quality of the school and can be used as the reference for the teachers who need it, (2) students by giving motivation to participate in an extracurricular activity and students are supposed to increase their motivation and learning achievement, (3) can be used as a medium for the school to improve the knowledge of the violin influence toward students' intelligence.

The result of learning violin is needed to achieve emotional intelligence optimally. If someone is seriously and optimally learn a violin so he/ she probably has an optimal emotional intelligence. Many theories have been argued by specialist about emotional intelligence, it can be assumed that there is a correlation, relation, and contribution of extracurricular learning result of violin toward students' emotional intelligence.

METHOD

Quantitative method can be defined as a research method that is based on positivism, used to examine toward a population or certain samples. According to the aim of the research, this research is a correlation research which means a research that aim to find out the relation among va-

riables that are examined (Arikunto, 2006). Correlational research is aimed to find out the explanation of a problem. In this research, the aim is to find the influence of extracurricular activity of learning violin toward students' emotional question in Junior High School (SMP) Domenico Savio, Semarang.

The collection of the data was done by using: (1) questionnaire technique. The questionnaire is sets of written questions used to gain information from the respondents in terms of their private life or their common knowledge (Arikunto, 2006). In this research, the researcher used Likert scale as the emotional intelligence. This emotional intelligence consists of an aspect of self emotional realization, self motivation, empathy, cooperation (Goleman, 2002) that are useful to measure how far is the emotional intelligence that is understood by the students of SMP Dominico Savio, Semarang. (2) The test method is questioned or rehearsal or another way used to measure the skills, intelligence, individual talent or group (Arikunto 2006). That test method is in the form practical tests that are used to find out the ability of the students who join an extracurricular program of violin instrument in SMP Domenico Savio, Semarang in terms of their mastery of violin instrument.

The analysis used to find out the solution is divided into two, (1) regression analysis, (2) correlation analysis, and (3) determination analysis. The analysis used is by using percentage descriptive analysis and simple regression analysis.

RESULTS AND DISCUSSION

The correlation between learning violin and emotional intelligence

Based on the analysis, the early hypothesis stated as "there is a correlation between learning violin and emotional intelligence" is accepted. Thus, by accepting the hypothesis it can be inferred that there is a significant correlation, it means that higher the result of learning violin, higher the emotional intelligence will be in SMP

Domenico Savio, Semarang.

The significant influence of learning violin toward emotional intelligence

Referring to the analysis above, from the calculation it can be seen that $Y = 62.852 + 1.052X$ which means if a variable of violin extracurricular program in SMP Domenico Savio Semarang is higher one point so the students' emotional intelligence who learn violin in SMP Domenico Savio Semarang will be higher 1.052 point in constant point of 62.852. It shows that the increase of learning violin will give influence of the increase of emotional intelligence. Hence, learning violin can influence to emotional intelligence.

Contribution of learning violin toward emotional

Based on the analysis, it presents that the determination coefficient (r^2) is equal 76,1%, which means that the emotional intelligence is equal 76.1% that is determined by the result of learning violin, and the rest is determined by another factor that is not directly influenced to the research.

Emotional intelligence can be increased by developing a high commitment of self development. Emotional intelligence is a psychological ability in understanding and using emotional information. As an individual, we have a different ability in doing something since we were born and we can learn from our life the ways to make our emotional intelligence be better through practices and experiences. However, the variable of violin extracurricular in SMP Domenico Savio Semarang gives significance influence toward the students' emotional intelligence that clearly can be seen from the data analysis $t_{count} > t_{table}$ equal (7.579 > 2.00), and the simultaneously contribution from variable of violin extracurricular 7.61% in which it shows that violin extracurricular in SMP Domenico Savio Semarang has influence on students learning activity as many as 76.1%.

Based on regression coefficient that signs positive, it shows that there is a positive relation between the result of extracur-

ricular activity and emotional intelligence of violin in SMP Domenico Savio Semarang. According to the research analysis that $Y = 62.852 + 1.052X$ means that the result of learning (X) increases one point, so the emotional intelligence of the students who learn violin in SMP Domenico Savio Semarang will also increase (1.052) and vice versa. If the result of learning is lower one point, so the emotional intelligence of the students who learn violin in SMP Domenico Savio Semarang will also decrease (1.052). The other 39% factors are the factors that influence the result of learning violin. Those factors based on physical and physiological aspect. Physical aspect is an aspect that is influenced by body health of the individual. If someone's physical and soundness are disturbed, perhaps it can influence the emotional process. Psychological aspect consists of experiences, feeling, ability to think, motivation, and environmental factor. Thus, the researcher invites the reader to do other research relates to those factors.

CONCLUSION

According to the result of the research and the discussion above, it can be conclude that: (1) there is a significance influence between the result of violin extracurricular and the students' emotional intelligence in SMP Domenico Savio Semarang, (2) there is a significance relation between violin extracurricular and the students' emotional intelligence in SMP Domenico Savio Semarang, and (3) the contribution given by the result of violin extracurricular toward students' emotional intelligence in SMP Domenico Savio Semarang is 76.1% and the rest 23.9% is influenced by another factors that are not taken into account in this research

It can be proven that learning a violin is very important in giving an influence toward emotional intelligence and it is very important in giving influence in increasing students' achievement. By those evidences, the researcher suggests that almost of the students are supposed to par-

ticipate in violin extracurricular to develop their achievement in terms of academic. To gain the best result, the researcher suggests: (1) teacher should give motivation to the students who join and participate in violin extracurricular, (2) teacher should give reward for those who have high achievements in the extracurricular activity, (3) school should hold a home concert so it will be easier to attract other students to participate in a violin extracurricular. Hence, by these activities can produce the students with good achievement.

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